VOCATIONAL INTERESTS OF SECONDARY SCHOOL STUDENTS IN RELATION TO CERTAIN DEMOGRAPHIC AND PSYCHOLOGICAL VARIABLES

A
SYNOPSIS

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1.0 INTRODUCTION

A vocation is a special grace given to an individual person upon which the mystery and purpose of their entire life finds its perfect meaning and solution. All the gifts we have of nature (body, soul, family, possessions, talents, education, and opportunities) have been given to us to help us accept and fulfil, in some way, the duties of our vocation. If we chose rightly, all will go well and we will arrive safely in Heaven; if badly, we will have much greater suffering coming our way, and will perhaps end in Hell. Aspiration is the target a person sets for him to achieve. They create a “desire” or “will” in him. Formation of a strong desire and ambition motivates individual to strive hard to achieve that goal. Hoppe, (1941) defines “Aspiration” as “A dynamic psychological factor, which will operate in the production of feeling of success and failure”

2.0 CONCEPT OF VOCATIONAL INTEREST

One of the main aims of education is to enable the adolescents to earn their livelihood. People do different types of jobs /vocations or business to earn their livelihood. As different types of abilities, capacities, interests and aptitudes are there in different persons. Different types of intelligence, aptitudes, interests and personality traits are required for different types of jobs. Maximum satisfaction, success, adjustment and happiness in a vocation or job can be acquired if that is according to one’s vocational interest. If, ignoring his/her vocational interest, a person enters in a profession that job can create mal-adjustment, conflicts and frustration to him/her. So, it is the responsibility of formal and non-formal agencies of education to cultivate right type of vocational interest among adolescents to meet out the individual’s as well as social needs.

Vocational interests are one of the many variables included in most models of career development and person environment fit (P-E fit), and assessment of

interests is an integral ingredient in career counseling interventions. Infact, vocational interests are the most frequently assessed construct in career counseling. Super and Crites (1962) suggest four ways in which to operationally define vocational interests: (i) expressed interests, which is the verbal expression of interest in an object, activity, or occupation; (ii) manifest interests, which denotes active participation in an activity or occupation; (iii) tested interests which refers to interests as measured by objective tests, and (iv) inventoried interests, which denotes responses of like, dislike and indifference to verbal presentations of activities, objects and types of people. Barak (1981) outlines that theories of interest and interest development were almost all formulated from the 1930's to the 1950's. He classifies the different theories of vocational interest into six assumptions:

1. Interests are learned
2. Interests are adjustment modes;
3. Interests are an aspect of the personality ;
4. Interests are an expression of the self-concept;
5. Interests are motives; and
6. Interests are determined by many factors.

Edward k. Strong, Jr.-"Vocational interest is not a single choice but the sum total of many interests that bear in any way upon on occupational career"

Dr. S.P. Kulshrestha -"Vocational interests are one's own pattern of preferences, aptitudes, likes and dislikes, preferred in any manner, wisely or unwisely by self or by any another source for a given area or vocation

3.0 REVIEW OF RELATED LITERATURE

Clark (1967) found that middle and lower class boys differ in their occupational preferences and perception while lower and middle class girls differ significantly in their occupational preferences only.

Patel (1967) found that differences in vocational interests on the basis of urban, semi-urban and rural were significant in a few cases. He further found that the differences in vocational interests on the basis of sex were significant.

Naik,M.C. (1969) found that the urban and rural population differed significantly in all interest areas except those of mechanical and musical. There was a significant difference between urban and rural boys in all the areas of interest except those of persuasive, artistic and musical. There was significant difference between rural and urban girls in the interest area of social service. Significant difference was also found between boys and girls in all the interest areas except that of scientific.

Pandey (1970) reported that supernormal developed better vocational interests than the normals. He conclude that increase in age, education and intelligence brought betterment to vocational interests.

Durojaiye (1970) also found that 76.5% of the pupils he studied said that their classmates would be employed in professional occupations just like them; while 24% said that their chosen jobs would be same as those of their friends.

Sumathykuttyamma, N. (1973) observed that urban pupils showed significantly higher performance for science than rural pupils.

Senapati (1980) conclude that intelligence and interest taken together were a better predictor of achievement in science than interest or intelligence alone.

Holland, (1981) studied the relationship between vocational development and selfconcept in 6th grade students. Results indicate a significant relationship between self-concept and career maturity.

Khan, (1983) found that higher Career maturity inventory scores were associated with himself esteem, internal locus of control and intrinsic work values.

Chander (1989) conclude that sex, intelligence and socio-economic status, together, play an important role in determining the vocational interest pattern in mechanical and clerical areas. He further found that sex, intelligence and educational-achievement, together, also play an effective role in determining the vocational interest patterns in executive area.

Mullis, and Mullis (1997) found that high school students with higher scores on self esteem and showing internal locus of control expressed more interests in a variety of vocational themes.

Nwamuo (2001 and Agbe (2007) respectively added that healthy and conducive environment at home in school promote self concept and vocational interest. such environment create room for good self image and self confidence, congruency and positive self concept and vocational interest; whereas where they are lacking, according to Kagu and Agbe (2007) respectively, adolescents will suffer maltreatment, abuses, lack of confidence, aggressiveness and such reflections have been caused by unhealthy environment at home and school.

Hassan (2008) reported that many Nigeria Secondary Schools have incongruent patterns between the aspiration or no vocational interest and subject combinations for the school certificate examination. This is a pointer to the fact that most Nigerian adolescents lack adequate information about their self

concept and the information on the world of work available and also manifest lack of interest.

Singh Kundan (2009) repotted that scheduled caste male and backward class male students exhibited significant difference in vocational interest in only one area namely agriculture. Backward class male students were found to be more interested in agriculture area than their counterparts scheduled caste male students. Schedule caste male and general cast male student showed same magnitude of interest in all the ten vocation areas. Backward class male and general caste male students also did not differ significantly in their interest in any of the ten vocational areas.

Sababa (2010) maintained that most parents are illiterates who do not know anything about vocational interest or the vocations available. These create problems to most adolescents.

Arowolo (2010) studies show significant differences compared to the time their researches where conducted. Many technological and scientific changes have taken place. Whether males or females, if the adolescents are given a conducive environment to operate, they will develop positive and healthy self concept and pursue good vocations in life.

Ukoha (2011) reported that there were no differences in self concept and vocational interest of male and female genders. He defined gender as cultural functions attached to biological sex. Sex refers to physical aspects of being male or female, but psychologists use it to refer to the entire set of differences commonly attributed to male and female which may be partly or wholly socially determined.

4.0 STATEMENT OF THE PROBLEM

“VOCATIONAL INTERESTS OF SECONDARY SCHOOL STUDENTS IN RELATION TO CERTAIN DEMOGRAPHIC AND PSYCHOLOGICAL VARIABLES”

5.0 NEED AND SIGNIFICANCE OF THE STUDY

The need to study the vocational interests of the secondary school students is more important than it was ever before so that the choice of vocation for an individual after completion of education may be voluntary and not thrust upon him. Selection of career and setting in it is an important task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level. On the recommendation of National Policy on Education 1986, school curriculum after the 10th class has been diversified into academic and vocational streams. The educational and vocational decisions at this stage pave the way for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of adolescent can block his/her growth and development in future. Therefore, it is considered relevant to study this aspect namely level of aspiration, locus of control and level of intelligence of an individual.

Through this study, we can know and understand about the vocational interests of secondary school students in relation to their gender, locality, and level of intelligence, level of aspiration and locus of control. Through this information, we will get an idea about the vocational preferences of adolescents studying in

government secondary schools of Himachal Pradesh. The findings of the present investigation will be of immense for parents, as by knowing the vocational choices of their children they can help them in selecting jobs for them according to their vocational interests. The results of present study will be helpful for teachers as they can provide assistance and guidance to the secondary school students by knowing their vocational interests. The findings of the present study will be of immense help for curriculum planners, administrators, psychologists, researchers and counselors and other agencies and institutions associated with one or other type of vocation.

6.0 OBJECTIVE OF THE STUDY

1) To construct and standardize vocational interests inventory for the secondary school students.
2) To study and compare the vocational interests of secondary school students in relation to their gender, locality and level of intelligence.
3) To study the two way interaction effects of gender, locality and level of intelligence on the vocational interests of secondary school students.
4) To study the three way interaction effects of gender, locality and level of intelligence on the vocational interests of secondary school students.
5) To study and compare the vocational interests of secondary school students in relation to their gender, locality and level of aspiration.
6) To study the two way interaction effects of gender, locality and level of aspiration on the vocational interests of secondary school students.
7) To study the three way interaction effects of gender, locality and level of aspiration on the vocational interests of secondary school students.
8) To study and compare the vocational interests of secondary school students in relation to their gender, locality and locus of control.

9) To study the two way interaction effects of gender, locality and locus of control on the vocational interests of secondary school students.

10) To study the three way interaction effects of gender, locality and locus of control on the vocational interests of secondary school students.

7.0 HYPOTHESES OF THE STUDY

1) There will be no significant effects of following variables on the vocational interests of secondary school students:
   i) Gender
   ii) Locality
   iii) Level of intelligence
2) There will be no significant two way interaction effects of following variables n the vocational interests of secondary and senior secondary school students:
   i) Gender
   ii) Locality
   iii) Level of intelligence
3) There will be no significant three way interaction effects of following variables n the vocational interests of secondary and senior secondary school students:
   i) Gender
   ii) Locality
   iii) Level of intelligence
4) There will be no significant effects of following variables on the vocational interests of secondary school students:
   i) Gender
   ii) Locality
   iii) Level of aspiration

5) There will be no significant two way interaction effects of following variables n the vocational interests of secondary and senior secondary school students:
    i) Gender
    ii) Locality
    iii) Level of aspiration
6) There will be no significant three way interaction effects of following variables on the vocational interests of secondary and senior secondary school students:
    i) Gender
    ii) Locality
    iii) Level of aspiration
7) There will be no significant effects of following variables on the vocational interests of secondary school students:
    i) Gender
    ii) Locality
    iii) Locus of control
8) There will be no significant two way interaction effects of following variables n the vocational interests of secondary and senior secondary school students:
    i) Gender
    ii) Locality
    iii) Locus of control
9) There will be no significant three way interaction effects of following variables n the vocational interests of secondary and senior secondary school students:
    i) Gender
    ii) Locality
    iii) Locus of control

8.0 DELIMITATIONS OF THE STUDY

The present study will be delimited to the following aspects:

1 The study will be delimited only to 10th class students of govt. secondary and senior secondary schools of kangra district in Himachal Pradesh.

2 The study will be restricted to two demographic variables namely gender and location.

3 The study will be restricted to three psychological variables namely level of intelligence, level of aspiration and locus of control.

9.0 OPERATIONAL DEFINITION OF THE TERMS

9.1) VOCATIONAL INTEREST

One's own patterns of professions likes and dislikes preferred in any manner: wisely or unwisely by self or by another source for a given vocational area.

9.2) DEMOGRAPHIC VARIABLES: It refers to Gender-Male and Female students of 10th class, Locality- Rural and Urban schools.

9.3) PSYCHOLOGICAL VARIABLES: - It refers to Level of Aspiration, Locus of Control and level of Intelligence.

9.4) INTELLIGENCE

"Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience."

9.5) LEVEL OF ASPIRATION

It means person's expectation towards his goal attainment is his level of aspiration, as measured by the test of "Level of Aspiration developed by Muthayya, B.C. (1959)

9.6) LOCUS OF CONTROL

It means personal control a person has over the reinforcements and the rewards that follows actions and efforts. When a particular event was perceived by an individual as a contingent upon his own relatively characteristics, this was referred to as "Internal" locus of control. On the other hand, when the event was perceived by him as a consequence of some action of his own but not being entirely contingent upon it or is attributed to luck, chance fate or under control by other, such a belief was termed as "External" locus of control. An individual was classified as having an external or internal locus of control as measured by "Social Research Inventory" developed by Rotter in (1969).

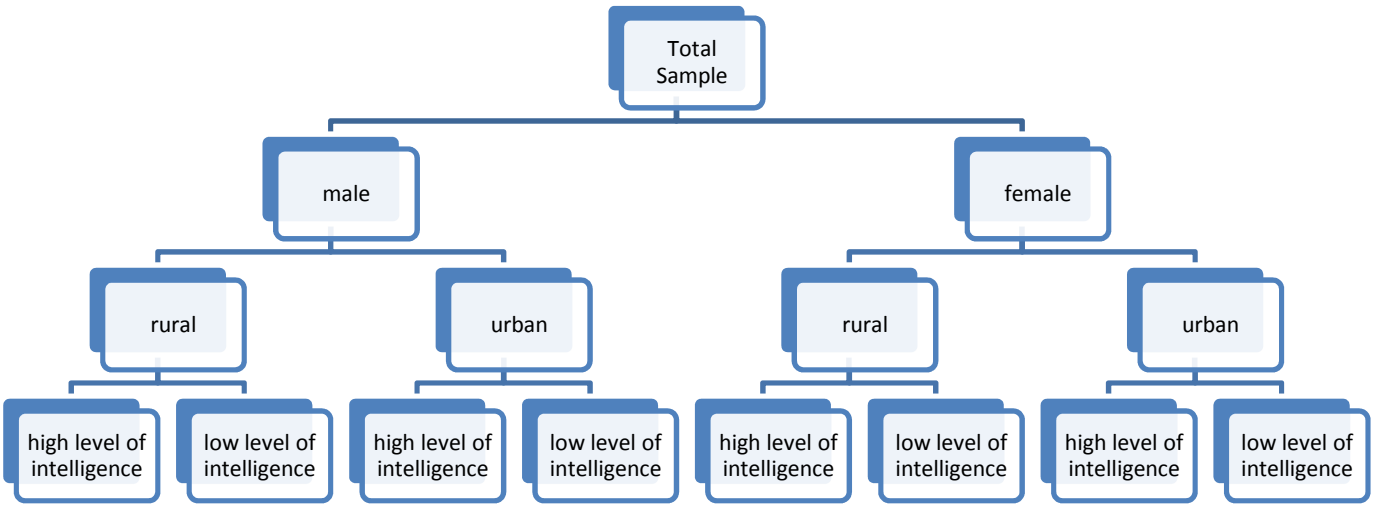
10) RESEARCH TOOLS TO BE USED FOR DATA COLLECTION

In order to collect requisite data, following research tools will be used:

1) Vocational interest inventory for the secondary school students will be developed and standardized by the investigator himself.
2) Level of aspiration tasks developed by Muthayya, B.C. (1959) will be used.
3) Locus of control as measured by "Social Research Inventory" developed by Rotter in (1969) will be used.
4) For measuring the intelligence of students "Raven's standard progressive mats ices" (1977) will be used.

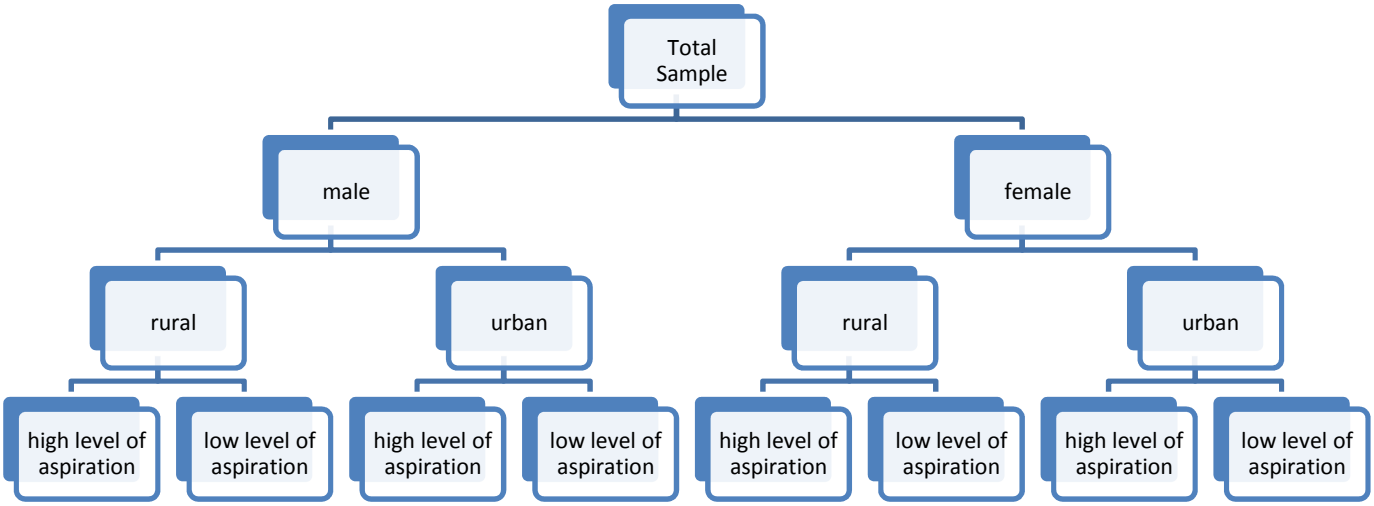
11) LAYOUT OF THE STUDY

11.1) Gender x locality x level of intelligence



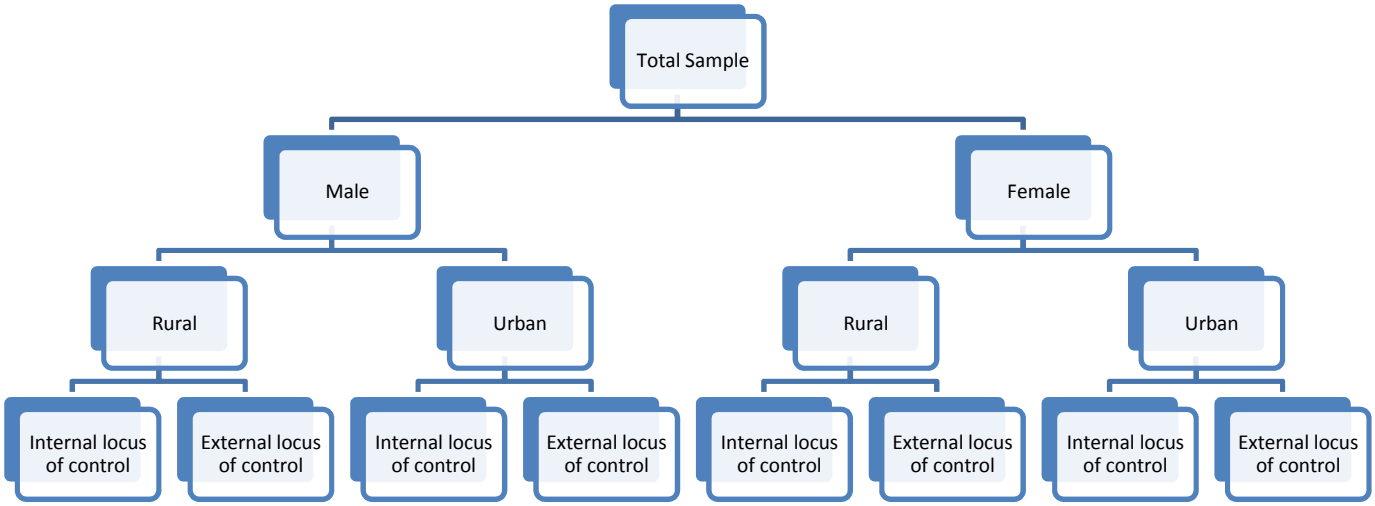
2X2X2 Factorial design of the study

11.2) Gender x locality x level of aspiration



2X2X2 Factorial design of the study

11.3) Gender x locality x locus of control



2X2X2 Factorial design of the study

12) METHOD AND PROCEDURE

In order to accomplish the objectives of the present study, the descriptive survey method of research will be used by the investigator.

12.1) SAMPLE

A sample is a smaller representative of a large whole i.e. a population. Sampling is an essential part of all the scientific procedures. Sampling is the process by which a relatively small number of individual's objects or events are selected and analyzed in order to find out something about the entire population from which it is selected.

Investigator will select a sample of 1000 students from randomly selected schools (rural and urban) of district kangra Himachal Pradesh.

12.2) VARIABLES

In the present study vocational interest patent will be depended variable and level of intelligence, level of aspiration and locus of control will be independed variables.

12.3) STATISTICAL TECHNIQUES TO BE USED

For the analysis and interpretations of data 2x2x 2 ways (ANOVA) will be used.

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